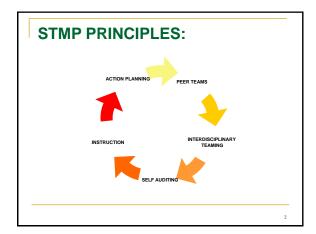
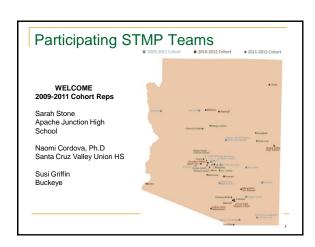
Arizona Secondary Mentoring Project (STMP) http://arizonatransition.org/moodle/ Patie Noonan, Ph.D. proonan@ku.edu Jane Soukup, Ph.D. lanescuku@yahoo.com





Main Goals:

- **GOAL 1:** Provide high quality professional development on topics related to the State Performance Plan Indicator 13 to achieve 100%
- GOAL 2: Provide training and support to to improve staff capacity to provide research-based transition planning and services.
- **GOAL 3**: Facilitate the development of Community Transition Teams (CTTs). Each STMP team will invite stakeholders from their local community to participate in a CTT. CTT members will collaboratively identify areas of need for the community and develop a continuously-updated action plan.



1. Why did you apply for the STMP grant?

Training Activities:

- ✓Quality Needs Indicator Checklist ✓Team building inside and outside school ✓Administrative and teacher buy in
- ✓Training staff re: indicator 13✓Meeting time with ADE monitors
- ✓Action planning
- ✓Self determination instruction
- ✓Transition assessments
- ✓Employment and vocational opportunities
- ✓IEP Audits
- ✓Indicator 14
- ✓ Sustaining improvements in transition





2. Please describe the 2-year training process from your perspective. What did the two-day trainings typically

involve?

4 week short course, 2 reps. per PEA

BEST PRACTICES IN TRANSITION PLANNING Session 1: Transition and IDEA *Understand the primary reasons transition is included in IDEA ty the key concepts of transition: oriented, student-centered and order effort

Session 2: Who Is Involved in Transition

**Apply concepts at lose studies and you studiestics. 13. The Transition Planning Process: **Describe the comprehensive transition planning process. **Identify and complete the critical components of a comprehensive IEP using a case study. **Cliven the necessary steps that need to be completed before, during and after the IEP meeting, identify which ones you need to hagnove.

slanning. the roles for practitioners, students and transition assessment.

omponents in presenting assessment data milies and staff.

2

State Level Guest Speakers

Barb Ross	Parent Information Network Specialist, AZDE Exceptional Student Services
Vicki Rozich	Family Support Specialist: Raising Special Kids
Karen Johnson	ADE - Transition & Tramatic Brain Injury Specialist
Ethan Orr	Executive Director, Linkages
Ramona Santiesteban	Manager, Disability Resource Center
LaArnie Lucas	HR Manager, Safeway Phoenix Division
Marta Urbina	AZ Dept of Health: Office of Children with Special Health Care Needs
Derrick E. Platt	Probation Supervisor, Community Supervision Bureau, Maricopa County Juvenile Probation Dept.
Betty Schoen	State Transition Coordinator, Rehabilitation Services Administration
Dara Johnson	Project Director, AZ Employment & Disability Partnership, AHCCCS
Linda Tasco	Director of Program Services, Division of Developmental Disabilities
Kim R. Skrentny	Children's Lead Clinical Advisor, ADHS/Division of Behavioral Health Services
Melissa Williams	Disability Program Navigator Manager, Rehabilitation Services Administration
Rhonda Webb	Work Incentive Coordinator, AZ Bridge to Independent Living
Mary Keeney	Assistive Technology Specialist, AZDE/Exceptional Student Services
Tony DiRienzi	Executive Director, AZ Statewide Independent Living Council (SILC)
Kay Schreiber	AZDE, State School Counselors Supervisor
Barbara E. Jackson	Social Security Administration, Area Work Incentive Coordinator

FLIP VIDEO TRAINING

TOPICS

- YOUR CTT
 MEASURABLE
 POSTSECONDARY GOALS
 INDICATOR 13
 WORK EXPERIENCES
 COLLABORATION

- TRANSITION ASSESSMENT







ACTION PLANNING SAMPLE GOALS

- To improve transition education and services
 To have all IEPs in compliance with transition requirements
 Sustain high compliance in Indicator 13
 Create Community Transition Teams

	Who By When					
Stope						
1.						
2.						
3.						
4.						



3. What types of activities did your STMP or CTT choose to do? Please describe one in detail.

AZ STMP Cohor	t 09-11											
In place YES/NO	Cent er for Acad emic Succe ss	Tar que Ver de	Buc key e	San ta Cru z	SCV UH SD	Sco ttsd ale	Kin gm an	Apa che Jun ctio n	Pay son	Yes	No	% YES
Teaming												
STMP Team is established and includes all recommended representation (e.g., Administrator/administrator/designee, special educator (writes IEPs), CTE teacher/general educator/school guidance counselor).	у	у	n	n	у	у	у	у	n	6	3	67
Building Administration - that is, principal or district level leader attends STMP team meeting at least 3x a year (e.g., Fall, Winter, Spring) and receives agenda and minutes for every meeting.	у	n	n	n	у	у	n	у	n	4	5	44 %
At least one process for reaching a team decision has been defined and adopted. (Refer to High Functioning Team Handbook for examples).	у	n	у	n	n	у	n	у	у	5	4	56 %
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	у	у	у	у	у	у	n	у	n	7	2	78 %
STMP team routinely uses data to drive decision-making.	у	у	у	у	у	у	у	у	n	8	1	89 %

AZ STMP Cohor	109-11			Pro	ocess Cl	hecklist	Summ	ary				
In place YES/NO	Cent er for Acad emic Succe ss	Tar que Ver de	Buc key e	San ta Cru z	SCV UH SD	Sco ttsd ale	Kin gm an	Apa che Jun ctio n	Pay	Yes	No	% YE
STMP Processes												
All team members are highly knowledgeable of transition compliance requirements.	у	у	у	у	у	у	у	у	у	9	0	10
STMP team systematically shares transition information with community and families.	n	у	у	n	у	у	у	n	у	6	3	6
STMP team collaboratively reflects on areas of local need identified through data (e.g., Indicator 13 compliance data, drop out data, graduation rates, PSO data, quality needs indicator assessment data).	у	у	у	у	у	у	n	у	у	8	1	8! %
District leadership is familiar with the contents of the action plan.	у	n	у	у	n	у	у	у	у	7	2	71
STMP team collaboratively monitors progress quarterly on action plan items	n	у	n	У	у	у	n	у	n	5	4	50



4. How did your STMP team change over the two years of training?

11

	5. F ha rail	ng	ge	ΟV								
Community Transition Team												
By the end of yr. 1 or beginning of yr. 2, Community Transition Team (CTT) is established (minimum one meeting).	у	n	у	у	у	у	у	у	у	8	1	899
CTT is representative of community (i.e., team includes outside agencies, a young adult with a disability, parents of a young adult with a disability, and a business representative).	n	n	у	n	у	у	у	у	n	5	4	569
CTT establishes a team name and vision.	n	у	n	у	у	у	у	у	у	7	2	789
CTT collaboratively develops and implements an action plan that addresses the prioritized needs.	n	у	n	у	у	у	n	n	у	5	4	569





Plans for the Future AZDE Contact Information: Lorrie Sheehy Transition Specialist Arizona Department of Education Exceptional Student Services 400 West Congress, Ste. 241 Tucson, AZ 85701520-628-6351Fax: 520-628-6324 lorrie.sheehy@azed.gov 8. What are your plans for the future?